

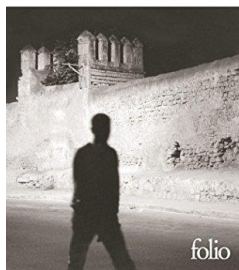


Course Code: FIF4U (credit value 1.0)

Course Name: Grade 12 French Immersion, University Preparation/IB

Literature/Resources

Albert Camus
L'étranger



L'Étranger



Candide

Prerequisite: French Immersion, Grade 11 University

Course Description:

This course provides extensive opportunities for students to speak and interact in French independently and think critically in a wide variety of real-life situations. The students will refine their skills in:

- Listening
- Speaking
- Reading
- Writing

The students will broaden their understanding and appreciation of diverse French-speaking communities and become lifelong language learning.

Preparation for the DELF

Overall Course Expectations

- Listening to interact and to understand a variety of authentic and adapted oral French texts;
- Speaking to communicate information and ideas orally, using appropriate language structure for a variety of purpose and audience;
- Reading comprehension to determine meaning, different characteristics and aspect of style of a variety of text forms;
- Writing for different purposes and audiences, using a variety of forms using different stage of writing (from a draft to a final copy)
- Applying appropriate language conventions
- Intercultural Understanding

Learning Resources:

[Growing Success Document](#)

[French Curriculum](#)

Assessment – For, As & Of Learning : See page 31 of Growing Success for a more detailed description of Assessment



Program Overview

<p>Use of Language</p>	<ul style="list-style-type: none"> • Give and justify opinions on complex topics • Solve problems of daily life • Ask for precision and clarification and information • Understand informative, factual messages and technical information • Describe places, people and event with pertinent details • Interpret information; stories • Invite/accept/refuse • Express feelings, personal taste (positive-negative) • Propose and analyze points of views related to various topics • Summarize a short story/novel study • Give advice and using hypothesis • Express his/her will and intention with nuance • Paraphrase • Take part in a conversation with spontaneity • To express disagreement/agreement/approval • Write a letter of opinion/ complaint/thanks • Explain in details a situation/an event
<p>Authentic Resources:</p>	<p>Inspired from authentic resources such as : TV news, documentaries, complex articles from different sources, movies, conferences, recording of native speakers, personal and administrative letters, and various type of texts, novels</p>
<p>Langage Conventions</p>	<ul style="list-style-type: none"> • Le plus-que-parfait/passé composé/imparfait • La concordance des temps • Les articulations du discours (opposition/concession/raison/motif/conclusion/conséquence logique/transition/objection/condition/hypothèse) • Les pronoms relatifs (qui/que/dont/ou/lequel) • Le subjonctif verbes a 1 radical, 2 radicaux, irréguliers • Le subjonctif après les expressions.....Impersonnelles /de doute/d'opinion/de défense/de souhaits/de sentiments/d'émotions/ de volonté • Le subjonctif après certaines conjonctions (pour que/sans que etc...) • Le subjonctif avec les expressions impersonnelles avec degré de certitude ou d'incertitude • Le subjonctif avec les verbes de pensée, de déclaration de doute • Le subjonctif versus indicatif versus infinitif • La négation (ne...plus/ne...nulle part/ni ...ne...ne/ne...pas encore/ne...aucun/ne...jamais • /ne...plus / • La forme passive et comment l'éviter avec le pronom /on. • L'infinitif /l'infinitif passé • Faire causatif /faire + l'infinitif / laisser +infinitif • Le discours indirect



Assessments:

The following table provides a summary description of achievement levels and the corresponding percentage grade:

Categories:

Knowledge and Understanding, Thinking, Communication, Application

Percentage	Achievement	Summary Description
80%-100%	Level 4	A very high to outstanding level of achievement. Achievement is above the provincial standard.
70-79%	Level 3	A high level of achievement. Achievement is at the provincial standard.
60 -69%	Level 2	A moderate level of achievement. Achievement is below but approaching the provincial standard.
50-59%	Level 1	A passable level of achievement. Achievement is below the provincial standard.

Below 50%: Insufficient achievement of curriculum

A student’s demonstration of learning skills will be reported separately from the achievement of curriculum expectations using a four-point score:

Excellent: E Good: G Satisfactory: S Needs improvement: N

Strands of study:

70% of the final based on the student’s most consistent level throughout the course:

- Listening: 25%
- Speaking: 25%
- Reading: 25%
- Writing: 25%

30% based on the final examination will also include the 4 strands:

- Listening
- Speaking
- Reading
- Writing

Support for Higher Learning

When accommodations are made to address student-learning needs, or alternative or modified expectations are identified for a student, these accommodations, modifications or alternative expectations will be outlines in an Individual Education Plan (IEP) and will be communicated to parents.